



# **PHILOSOPHY, THEOLOGY, PSYCHOLOGY AND EDUCATION:**

*Current Trends for Future Discussions*

**A BOOK OF READING IN HONOUR OF**

**REV. FR. INNOCENT  
IZUCHUKWU EMEAM Ph.D**

*On His  
Silver Jubilee Priesthood Anniversary*

## **Editors**

**Uzoma P. PhD  
Ihebereme C. PhD**

**Alabekee Chikwendu VC. PhD  
Obih S O A PhD**



**Published in Nigeria by**

**Corporate Impressions**

**Copyright: Fr. Emeam Silver Jubilee Committee 2020**

**ISBN: 978 - 34 545 - 5-2**

**All Rights Reserved**

This book may not be reproduced in part or in full or stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photo-copying, recording or otherwise, except for brief quotation in critical articles or review, without the prior written consent of the copyright owners.

This book is sold subject to the condition that it should not by way of trade or otherwise be lent, resold, hired out or otherwise circulated without the copyright owner's consent, in any form of binding or cover than that in which it is first published and this condition is imposed on subsequent purchases

**Uzomah, Ihebereme, Alabekee & Obih**

**Philosophy, Theology, Psychology And Education:**



**CORPORATE IMPRESSIONS  
EKET, OWERRI, PORT HARCOURT  
08035510438**

# 5

## PROBLEMS MILITATING AGAINST IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM

By

**Sr. Ugo Anthonia Chinwe**

Department of Educational Foundations,

Godfrey Okoye University, Enugu

Email: [sisterchinweugo@gmail.com](mailto:sisterchinweugo@gmail.com) Phone No: 08160228078

And

**Eze Anastasia Ukamaka**

Department of Arts and Social Sciences Education,

Godfrey Okoye University, Enugu

Email: [ann2amaka@yahoo.com](mailto:ann2amaka@yahoo.com) Phone No: 08036154126

### Introduction

It is a common knowledge that a well-planned and developed curriculum can only be meaningful if translated



into action through effective implementation. The Nigerian Educational Research and Development Council (NERDC, 2013) together with the curriculum developers came up with the curriculum of social studies in such a way that it has the potentials to equip the learners with needed skills to survive in the environment. Social studies is the issue-based school subject designed and introduced as an innovative and value oriented discipline with the goal of producing honest, committed, knowledgeable, patriotic and diligent citizens (Olayinka, 2017). Social studies came as an answer to specific national problems. In the late 1960s, most educators in Nigeria arrived at the conclusion that the schools must be Nigerian in outlook rather than emphasizing foreign ideas. It was thought that through social studies education, the love of the country could be developed in our school-children in such a way that they would develop a strong attachment to their country and government. Social studies then is seen an indispensable curriculum that reflects the goals of the society (Ugo, Aisha & Nnam, 2020). NERDC (2013), remarks that it is expected that teaching learning experiences to be acquired through social studies programme should make the learners achieve the following objectives:

1. Develop the ability to adapt to a changing environment.
2. Develop national consciousness and spirit of national unity.
3. Develop ethics of good citizenship and the willingness to contribute to the development of the society.
4. Acquire the right types of values and attitudes.



Despite the clear importance of social studies curriculum, pedagogical problems are by and large affecting the effective implementation of social studies curriculum.

## **Challenges To Effective Implementation Of Social Studies**

There are many challenges militating against the effective implementation of social studies curriculum. These include:

### **1. Insufficient Number and Inequitable Deployment of Social Studies Teachers**

Insufficient number and inequitable deployment of social studies teachers is a significant problem in the implementation of social studies curriculum. It is common to see a school with 12 teachers of social studies teachers and another school in the same state with equivalent students' population with just two or three teachers of the same subject. This inequality of teacher population is mostly seen when we consider urban and rural schools' dichotomy. Deficiency in the population of social studies teachers would result excess work load and stress. With the current trends happening in the educational system where teachers combine class periods with lessons. Likewise, in the tertiary institutions where lecturers combine sandwich, weekend programme, evening and adult learning at the expense of the regular programme. To Ereke and Agwu (2015) it would be an illusion to expect teachers' effectiveness in their professional service delivery under heavy workload and stress.

### **2. Inadequate Instructional Materials**

The issue of inadequate instructional material is a problem to social studies implementation. The availability of instructional materials and resources stands out among



others as a powerful measure for a successful actualization of any curriculum implementation. According to Omofonmwan (2005), instructional materials are tangible resources aimed at and used by teachers and / or students in teaching and learning process to bring about desirable change in the behaviour of individuals. Hence instructional materials in social studies are all relevant objects, things, places and persons that can be used to promote the teaching of concepts for learners, to learn meaningfully. In social studies class room, the following resources and instructional materials are recommended to be always part of the teaching and learning. They include: Textbooks, Audio – Visual materials, Graphics or Two-dimensional materials, Community resources and improvised materials. Inadequate instructional material hampers effective social studies curriculum implementation. According to Osakwe and Itedjere (2005) useful textbooks especially those written with the Nigeria environment in mind is lacking in the field of social studies. The challenge now is for Nigerians to take up the task of writing relevant textbooks in social studies. A major draw hindrance in achieving the book writing is the high cost of book publication and the final cost of the text in the market.

### **3. Low Self Esteem**

There is a challenge of low morale and loss of self esteem of social studies teachers. Most teachers who teach social studies are not teaching it with pride. Social studies has a public derogation as not being a lucrative subject. The derogatory aspect of social studies results into poor teacher – student relationship and lack of interest of the subject by students. According to Osakwe and Itedjere (2005) one of the problems of social studies is that the aims and objectives of social studies are yet to be



fully explained to the public and hence the apparent apathy or indifference towards the subject. Added to this problem is the issue of the question “what prospects await the individual who has studied social studies apart from the teaching profession”? However, Osakwe and Itedjere went further to explain that with a training in social studies, the individual with little or no further re-training, will fit into several job- outlets. Some of these areas include: Mass mobilization and public enlightenment campaigns, social welfare work, population education, political education/politics, broadcasting, especially in production.

#### **4. Lack of Funds**

The problem of finance cannot be overlooked. Excursion trips, teaching aids and the purchase of useful and up to date text require money. Consequently, in a situation where money is not available, the teaching of social studies may be hampered. School administrators and the government at all levels should be encouraged to give adequate financial support towards the teaching of social studies.

#### **5. Unqualified Social Studies Teachers**

Unqualified social studies teachers pose great problem to social studies implementation. Teacher qualification is one of the elements that produce a positive result in instructional delivery of social studies (Nwaubani, Ottoh – Offong, Uslor & Okeke, 2016). To this issue, Osakwe and Itedjere (2005) informed that the percentage of specially trained social studies educators in Nigeria is alarmingly too low. The result is that a greater percentage of those teaching social studies have not had formal training or exposure in social studies. Graduates of various disciplines but with formal professional training in teaching are employed to teach social studies in various



schools. The implication of such a trend are obvious. A number of such teachers are likely to present a fragmented and biased picture of social studies. Some others are likely to view social studies as being synonymous with any of the social sciences discipline or history. This problem can be controlled if manpower training programme is mounted to train social studies teachers. More so, teachers from other social science disciplines could be sent on in- service or fresher courses to expose them to the content and methodology of the social studies. This explain why Okam (2012) stressed that only professionally trained social studies teachers can successfully produce a desired result in instructional delivery.

#### **6. Avoiding to teach Controversial Issues**

Some teachers are afraid to teach controversial issues. This is unavoidable because social studies cannot avoid dabbling into controversial issues, since most of the content of social studies are things of current happenings in society; they may be political, religious, economic or social. Despite the fact that NERDC in 2014 introduced social studies as a theme in a single subject "Religion and National Values curriculum" and recently renamed it "National Values" in July 2017, yet it portrays the importance of social studies in nation building (National Universities Commission, 2017). Hence teachers should be adequately exposed to deal with controversial issues without either indoctrinating, inciting, intimidating or seen to be partisan.

#### **7. Social studies not offered at the Senior Secondary School**

Social studies is offered at the primary and junior secondary levels in Nigeria but not at the senior



secondary school which makes it difficult for proper transferal from the secondary to tertiary institutions. Idowu (2017) affirmed that there is inconsistency in government formulated policies which change like wind vane with every successive government in Nigeria. Non-implementation of social studies at the senior secondary school level according to Oluwagbohunmi and Alonge (2019) has not helped in the wholistic realization of social studies objectives in preparing learners to be responsible citizens in a whole that is becoming complex and interdependent.

Problems affecting the effective implementation of social studies curriculum could be summarized in line with Ezeudu (2004) and NERDC (2013).

Ezeudu (2004) identifies the problems being encountered in teaching social studies to include:

- Incompetence and poorly motivated teachers;
- Poor funding of education;
- Curriculum not related to social needs;
- Political interference and retardation of educational programmes;
- Poor management of educational resources;

NERDC (2013) outlines the problems of social studies to include:

- Inadequate support from support specialist.
- Inadequate use of materials including textbooks.
- Inadequate trained personnels for social studies instruction.
- In effective method of teaching social studies.

### **Measures to Improve Social Studies curriculum Implementation**

1. **Qualitative Training of Social Studies Teachers.**  
The social studies teacher as crucial and important



factor in the realization of social studies objectives and goals in the Nigerian environment requires qualitative training. This is because quality teaching and learning depends on teachers input, quality an orientation.

## **2. Teacher Motivation**

To improve effective teaching and learning of social studies subject in our schools, adequate motivation is very important. Teacher motivation plays an important role in promoting a healthy teaching environment. It enhances teachers' effectiveness in discharging their duties, while inadequate motivation weakens morale and commitment to duties among teachers. One way of motivating a social studies teacher is through improved salary and allowances. Equally important, are improved working environment, public recognition and respect, opportunities for training and retraining among others. A motivated social studies teacher is crucial to a successful classroom.

## **3. Funding**

Funds for the advancement of social studies education is important. Not funding social studies program affects all aspects of students' academic experiences, from the condition of the available resources to the classroom activities, field trip activities and the teacher in the classroom.

## **4. Employment of Professionally Trained and Academically Qualified Social Studies Teachers**

Curriculum implementation requires teachers who are academically and professionally qualified. The qualification of teachers should be considered when



studies for effective and efficient teaching and learning. Hence ministries of education, both local and federal should ensure that only those who are trained and qualifies in the field of social studies are deployed to teach the subject.

#### **5. Provision of Instructional Materials**

In social studies classroom, the use of instructional materials provides an additional resource which must be integrated into the total learning experience. The use of appropriately selected instructional materials by the teacher promotes effective teaching and learning. Government and school administrators should provide adequate instructional materials for teaching social studies.

#### **6. Provision of Teachers' Professional Development Services**

There should be a support system to help in the professional development of social studies teachers. Mezieobi (2016) presented that the lacuna of practitioners in the implementation of social studies requires continuous professional development to update their professional currency. When teachers have access to continuous learning opportunities through seminars, workshops, conferences etc. they are better equipped to become good teachers. Professional development can help new and experienced social studies teachers develop the skills they need to feel confident in the classroom.

#### **Conclusion**

There is need to enhance the teaching and learning of social studies curriculum. Social studies education in Nigeria still suffer defective implementation. Social studies as currently being implemented in the Nigerian



schools has failed to prepare students to be humane, rational, skillful and responsible citizens within the framework of democratic education. Many unprofessionally trained social studies teachers still abound in social studies classroom. The non – recruitment of academically and professionally trained social studies teachers is jeopardizing teaching and learning. And mostly, social studies goal of inculcating the right types of values and attitudes in learners has not been realized. It is therefore important at this point to ask the question what could be done to reposition social studies curriculum implementation so that it can be able to achieve its goals and objectives in Nigeria society?



## References

- Ereke. J. S & Agwu. S. N. (2015). Assessment of curriculum implementation and the English Language teaching in the millennium development goals, MDGs *Nigerian Journal of Curriculum Studies* 22 (2), 193–207.
- Ezeudu, S. A. (2004). Social studies education method. Unpublished lecture note. University of Nigeria, Nsukka.
- Idowu, S. O. (2017). From social studies to civic education: the challenges of curriculum Implementation in Nigeria. *Nigerian Journal of Social Studies*, 20 (2), 211 – 228.
- Mezieobi, K. A. (2016). Professional social studies practitioners at work: Contemporary trends, Issues and frontiers. Owerri: Whyte publisher.
- National Universities Commission (2017). National Council of Education Returns History and Religious studies back to Basic School Curriculum. <http://nuc.edu.ng/national-council-of-education-returns-history-and-religious-studies-back-to-basic-school-curriculum>. Retrieved 27/5/19
- Nigerian Educational Research and Development Council (2013). Teachers' guide for the revised 9 – year basic education curriculum (BEC) religion and national values social studies. Abuja: NERDC press.



- Nwaubani, O. O; Otoh – Offong, A. N; Usulor, V. I & Okeke, J. N. (2016). Teacher qualification as a factor in the utilization of Instructional facilities for effective implementation of social studies curriculum in Ebonyi State, Nigeria. *Journal of Applied sciences research*. 12 (7) 21 – 28.
- Okam, C. C. (2012). Needed paradigm shift for repositioning social studies education to meet 20:20 challenges in Nigeria. *Nigerian Journal of Social Studies*, 15 (2), 15 – 39.
- Olayinka, I. S (2017). From Social Studies to Civic Education: The Challenges of Curriculum Implementation in Nigeria. *Nigerian Journal of Social Studies*, x ( x), 211 – 228.
- Oluwagbohunmi, M. F. & Alonge, R. A. (2019). Perceived non – implementation challenges of social studies curriculum. *Ambit Journal of Educational Research and Reviews*, 2 (2), 21 – 29.
- Omofumwan, E. M. (2005). Availability of instructional materials in teaching and learning. *Nigerian Journal of Professional Teachers*, 1 (1), 102 – 108.
- Osakwe, E. O & Itedjere. P.O. (2005). *Social studies for tertiary students in Nigeria*. Benin city: Justice Jeco press and publisher limited.
- Ugo, A. C; Aisha, S. I. & Nnam, V. I. (2020). Perception of teachers on the challenges to social studies implementation in Enugu State education zones. *IOSR Journal of Research and Methods in Education (IOSR – JRME)* 10 (3) 06 – 11.